

Skykomish School District **#404**

Staff Handbook

2020-2021



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Skykomish School District Personnel

Administration

Thomas Jay	Superintendent
Christina Daniels	Business Manager

Instructional Staff (Certificated)

Ann Walker	Kindergarten – 1 st Grade
Dallas Robinson	2 nd – 3 rd Grade
Lanette Diaz	4 th – 5 th Grade
Amanda Robinson	6 th – 7 th Grade
Tony Grider	U.S. History, Global Studies, Art
Tegan Shelton	English
Dan Bubar	Physical Education, Health, Dean of Students
Kimberly McCullough	Mathematics, Science
Karen McEachern	Special Services
Sonia Bartosek	School Counselor, Title I/LAP & Testing
Jace Rowland	Music

Support Staff (Classified)

DeLana Slone	Office Manager
Federico Seco De Lucena	Maintenance, Transportation Director
Jim Sarno	Custodian
Glenn Eburn	Food Service Director
Allison Luker	Pre-Kindergarten Teacher, Paraeducator
Ashley Church	Paraeducator
Jennifer Childs	Paraeducator
Shawna Dudley	Paraeducator
Misti Land	Transportation

Ancillary Support

Presence TeleCare

Lynne Kelly

Tim Smith

Julie Thompson

Emma Packard

Rosemary Mitchell

Speech and Language Pathologist

Nurse

Psychologist

Occupational Therapist

Vision Specialist

Intervention Specialist

Extracurricular Support

Dan Bubar

Kim McCullough

Tony Grider

Tegan Slone

Sonia Bartosek

Athletic Director, 8th Grade Advisor

Freshman Class Advisor

Junior Class Advisor

Senior Class Advisor

Testing Coordinator

School Board

John Robinson

Blaine Brown

William Mitchell

Sage Bryden

School Board Chairperson

School Board Director

School Board Director

School Board Director

SKYKOMISH SCHOOL DISTRICT

Skykomish School District Mission and Belief Statements, Strategic Plan

Mission Statement:

Skykomish School works together with students, parents and the community to provide what they need to succeed, empower and inspire as contributing members of society. We will provide them with the tools and education they need to realize their full potential as life-long learners. We will create a safe, academic, and rigorous learning environment with high expectations that is tailored to our students, their skills and interests.

Vision:

- Everyone Succeeds, No Exceptions, No Excuses!

Values/Beliefs

Our values and beliefs for the Skykomish School District are:

- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students need to be challenged to reach high standards and expectations at their own individual levels.
- The process of growth involves risk, failure, change, problem recognition, and solutions.
- Individual differences, values, and perspectives in the diversity of our school and global communities need to be respected.
- Teachers, parents, students, and the community share the responsibility for the support of the school's mission.
- Open and honest communication and collaboration is essential for a positive environment.
- All students can learn, achieve, and succeed at their own individual levels.
- A safe, positive, and physically comfortable environment promotes student learning.
- Students learn to make decisions when given a supportive and challenging learning environment.
- Learning cultural diversity increases student understanding of different peoples and cultures.
- Students learn best when they have ample opportunity for success.
- Challenging expectations increase individual student performance.
- Students learn in different ways and learning is a lifelong process based on individual abilities and achievements.
- Instructional practices should incorporate learning activities that take different learning styles into account.

Expectations

Our expectations for the Skykomish School District include:

- Graduates will be prepared for life after high school academically, professionally, and socially.
- Instructional practices should incorporate learning activities that take different learning styles into account.
- We will provide a safe, positive, and physically comfortable environment which promotes student learning.

Attendance:

STATEWIDE DEFINITION OF ABSENCE FOR THE 2020-21 SCHOOL YEAR (Chapter 392-401A WAC)

WAC 392-401A-005

Purpose.

Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement.

The purpose of this chapter is to (1) define student absence in the 2020-21 school year for school districts across the state to collect and use daily attendance data during the COVID-19 epidemic, and (2) establish the minimum criteria of the attendance system that each school district must implement as required under WAC 180-16-200(4)(c). These rules continue to support the state and school districts in addressing the challenge of chronic absenteeism, improving learning outcomes and success in school for all students, and supporting the whole child.

392-401A-010

Authority.

The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public instruction to adopt rules establishing a standard definition of student absence from school.

WAC 392-401A-011

Scope and Application.

- (1) While in effect, this chapter supersedes chapter 392-401 WAC.
- (2) This chapter applies to common school districts, charter public schools, and state-tribal education compact schools.
- (3) This chapter does not apply to students enrolled in an alternative learning experience and claimed for state funding pursuant to WAC 392-121-182.
- (4) This chapter shall be effective only during the 2020-21 school year.

WAC 392-401A-012

General definitions.

- (1) "Parent" has the same meaning as in WAC 392-172A-01125.
- (2) "In-person learning" is when instructional activity is planned and delivered under the supervision of school district staff and on school grounds.
- (3) "Remote learning" is when daily learning activities are delivered through remote learning modalities, including, but not limited to, distance learning, hybrid classrooms, rotating schedules, and other methods that allow for the delivery of basic education services during the COVID-19 epidemic. Remote learning activities may be synchronous or asynchronous.

WAC 392-401A-015

Definition of absence from in-person learning.

- (1) A student is absent from in-person learning when the student is:
 - (a) Not physically present on school grounds; and
 - (b) Not participating in the following activities at an approved location during a scheduled in-person learning day:
 - (i) Instruction;
 - (ii) Any instruction-related activity; or
 - (iii) Any other district- or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
- (2) A full day absence from in-person learning is when a student is absent for fifty percent or more of their scheduled day.

WAC 392-401A-016

Definition of absence from remote learning.

- (1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.
- (2) Evidence of student participation in remote learning may include, but is not limited to:
 - (a) Daily logins to learning management systems;
 - (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
 - (c) Evidence of participation in a task or assignment.

WAC 392-401A-018

Daily attendance taking.

School districts must take daily attendance for all enrolled students participating in remote learning and in-person learning.

WAC 392-401A-020

Excused absences from in-person learning or remote learning.

- (1) Absences due to the following reasons must be excused:
 - (a) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
 - (b) Family emergency, including, but not limited to, a death or illness in the family;
 - (c) Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 - (d) Court, judicial proceeding, court-ordered activity, or jury service;
 - (e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 - (f) State-recognized search and rescue activities consistent with RCW 28A.225.055;
 - (g) Absence directly related to the student's homeless or foster care/dependency status;
 - (h) Absences related to deployment activities of a parent who is an active duty member consistent with RCW 28A.705.010;
 - (i) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
 - (j) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 - (k) Absences due to a student's migrant status;
 - (l) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent or emancipated youth;
 - (m) Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
 - (n) Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
 - (o) Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
 - (p) Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
 - (q) Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity;
 - (r) Other COVID-19 related circumstances as determined between school and parent or emancipated youth.
- (2) A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.
- (3) School districts may define additional categories or criteria for excused absences.

WAC 392-401A-030

Unexcused absences from in-person learning.

Any absence from in-person learning is unexcused unless it meets one of the criteria provided in WAC 392-401-020.

WAC 392-401-035**Unexcused absences from remote learning.**

- (1) Absences from remote learning must be marked as a “non-truancy remote learning absence” until October 4, 2020. Such absences shall not be marked as excused or unexcused.
- (2) Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401-020.

WAC 392-401A-038**Data Reporting.**

School districts must report student absences to the office of superintendent of public instruction through the comprehensive education and data research system (CEDARS) as provided in the CEDARS data manual.

WAC 392-401A-040**Student Absences – General requirements.**

- (1) Students shall not be absent if:
 - (a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - (b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - (c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
- (2) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

WAC 392-401A-045**Tiered response system for student absences.**

- (1) School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic.
- (2) Tiered response systems under this section must include:
 - (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused.
 - (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent’s home language;
 - (c) Daily notification of absences to parents;
 - (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
 - (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
 - (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student’s needs.

Chapter 392-401A WAC: Emergency Absence Rule for 2020-21 School Year

Side by Side Comparison to Chapter 392-401 WAC

<p>Chapter 392-401 WAC STATEWIDE DEFINITION OF ABSENCE, EXCUSED AND UNEXCUSED</p> <p>WAC 392-401-005 Purpose. The purpose of this chapter is to provide a definition of absence to districts that supports accurate and consistent attendance data collection across the state. This effort will support the state and districts to address the challenge of chronic absenteeism, in an effort to improve learning outcomes and success in school for all students and to support the whole child.</p> <p>WAC 392-401-010 Authority. The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public instruction to adopt rules establishing a standard definition of student absence from school.</p>	<p>Chapter 392-401A WAC STATEWIDE DEFINITION OF ABSENCE <i>FOR THE 2020-21 SCHOOL YEAR</i></p> <p>WAC 392-401A-005 Purpose. <i>Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement.</i></p> <p><i>The purpose of this chapter is to (1) define student absence in the 2020-21 school year for school districts across the state to collect and use daily attendance data during the COVID-19 epidemic, and (2) establish the minimum criteria of the attendance system that each school district must implement as required under WAC 180-16-200(4)(c). These rules continue to support the state and school districts in addressing the challenge of chronic absenteeism, improving learning outcomes and success in school for all students, and supporting the whole child.</i></p> <p>392-401A-010 Authority. The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public instruction to adopt rules establishing a standard definition of student absence from school.</p>
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<p>WAC 392-401-015 Definition of absent or absence.</p> <p>(1) A student is absent when they are:</p> <p>(a) Not physically present on school grounds; and</p> <p>(b) Not participating in the following activities at an approved location:</p> <p>(i) Instruction;</p> <p>(ii) Any instruction-related activity; or</p> <p>(iii) Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.</p> <p>(2) Students shall not be absent if:</p> <p>(a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;</p>	<p><i>WAC 392-401A-011 Scope and Application.</i></p> <p><i>(1) While in effect, this chapter supersedes chapter 392-401 WAC.</i></p> <p><i>(2) This chapter applies to common school districts, charter public schools, and state-tribal education compact schools.</i></p> <p><i>(3) This chapter does not apply to students enrolled in an alternative learning experience and claimed for state funding pursuant to WAC 392-121-182.</i></p> <p><i>(4) This chapter shall be effective only during the 2020-21 school year.</i></p> <p><i>WAC 392-401A-012 General definitions.</i></p> <p><i>(1) "Parent" has the same meaning as in WAC 392-172A-01125.</i></p> <p><i>(2) "In-person learning" is when instructional activity is planned and delivered under the supervision of school district staff and on school grounds.</i></p> <p><i>(3) "Remote learning" is when daily learning activities are delivered through remote learning modalities, including, but not limited to, distance learning, hybrid classrooms, rotating schedules, and other methods that allow for the delivery of basic education services during the COVID-19 epidemic. Remote learning activities may be synchronous or asynchronous.</i></p> <p>WAC 392-401A-015 Definition of absence <i>from in-person learning.</i></p> <p>(1) A student is absent <i>from in-person learning</i> when the student is:</p> <p>(a) Not physically present on school grounds; and</p> <p>(b) Not participating in the following activities at an approved location during a scheduled in-person learning day:</p> <p>(i) Instruction;</p> <p>(ii) Any instruction-related activity; or</p>
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<p>(b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and</p> <p>(c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.</p> <p>(3) A full day absence is when a student is absent for fifty percent or more of their scheduled day.</p> <p>(4) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.</p> <p>WAC 392-401-020 Excused absences. Absences due to the following reasons must be excused:</p> <p>(1) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;</p> <p>(2) Family emergency including, but not limited to, a death or illness in the family;</p> <p>(3) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;</p> <p>(4) Court, judicial proceeding, court-ordered activity, or jury service;</p> <p>(5) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;</p>	<p>(iii) Any other district- or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.</p> <p>(2) A full day absence <i>from in-person learning</i> is when a student is absent for fifty percent or more of their scheduled day.</p> <p><i>WAC 392-401A-016 Definition of absence from remote learning.</i></p> <p><i>(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.</i></p> <p><i>(2) Evidence of student participation in remote learning may include, but is not limited to:</i></p> <p><i>(a) Daily logins to learning management systems;</i></p> <p><i>(b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or</i></p> <p><i>(c) Evidence of participation in a task or assignment.</i></p> <p><i>WAC 392-401A-018 Daily attendance taking. School districts must take daily attendance for all enrolled students participating in remote learning and in-person learning.</i></p> <p>WAC 392-401A-020 Excused absences <i>from in-person learning or remote learning</i>.</p> <p>(1) Absences due to the following reasons must be excused:</p> <p>(a) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or</p>
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<p>(6) State-recognized search and rescue activities consistent with RCW 28A.225.055;</p> <p>(7) Absence directly related to the student's homeless or foster care/dependency status;</p> <p>(8) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;</p> <p>(9) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;</p> <p>(10) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;</p> <p>(11) Absences due to a student's migrant status; and</p> <p>(12) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.</p>	<p>mental health) for the student or person for whom the student is legally responsible;</p> <p>(b) Family emergency, including, but not limited to, a death or illness in the family;</p> <p>(c) Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;</p> <p>(d) Court, judicial proceeding, court-ordered activity, or jury service;</p> <p>(e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;</p> <p>(f) State-recognized search and rescue activities consistent with RCW 28A.225.055;</p> <p>(g) Absence directly related to the student's homeless or foster care/dependency status;</p> <p>(h) Absences related to deployment activities of a parent who is an active duty member consistent with RCW 28A.705.010;</p> <p>(i) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;</p> <p>(j) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;</p> <p>(k) Absences due to a student's migrant status;</p> <p>(l) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent or emancipated youth;</p> <p><i>(m) Absences related to the student's illness, health condition, or medical appointments due to COVID-19;</i></p> <p><i>(n) Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;</i></p>
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<p>WAC 392-401-030 Unexcused absences. Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-020.</p>	<p><i>(o) Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;</i></p> <p><i>(p) Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;</i></p> <p><i>(q) Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity;</i></p> <p><i>(r) Other COVID-19 related circumstances as determined between school and parent or emancipated youth.</i></p> <p>(2) A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.</p> <p>(3) School districts may define additional categories or criteria for excused absences.</p> <p>WAC 392-401A-030 Unexcused absences <i>from in-person learning.</i></p> <p>Any absence from in-person learning is unexcused unless it meets one of the criteria provided in WAC 392-401-020.</p> <p><i>WAC 392-401-035 Unexcused absences from remote learning.</i></p> <p><i>(1) Absences from remote learning must be marked as a "non-truancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused.</i></p> <p><i>(2) Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401-020.</i></p> <p><i>WAC 392-401A-038 Data Reporting.</i></p>
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	<p><i>School districts must report student absences to the office of superintendent of public instruction through the comprehensive education and data research system (CEDARS) as provided in the CEDARS data manual.</i></p> <p>WAC 392-401A-040 Student Absences – General requirements.</p> <p>(1) Students shall not be absent if:</p> <p>(a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;</p> <p>(b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and</p> <p>(c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.</p> <p>(2) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.</p> <p><i>WAC 392-401A-045 Tiered response system for student absences.</i></p> <p><i>(1) School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic.</i></p> <p><i>(2) Tiered response systems under this section must include:</i></p> <p><i>(a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused.</i></p> <p><i>(b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;</i></p> <p><i>(c) Daily notification of absences to parents;</i></p> <p><i>(d) A process for outreach from the school to determine student needs, such as basic</i></p>
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	<p><i>needs, connectivity and hardware, connection with health and social services as necessary;</i></p> <p><i>(e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and</i></p> <p><i>(f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.</i></p>
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Attendance & Truancy Action Requirements Elementary

When	Action / Response
Beginning of school year	Information letter to all students and parents of students that includes the benefits of regular school attendance; the potential effects of excessive absenteeism, whether excused or unexcused, on academic achievement, and graduation and dropout rates; the school's expectations of the parents and guardians to ensure regular school attendance by the child; the resources available to assist the child and the parents and guardians; the role and responsibilities of the school; and the consequences of truancy, including the compulsory education requirements under this chapter in the language in which the parents are fluent. (See RCW 28A.225.005)
After 5 excused absences within any month (30 day period) or 10 excused cumulative absences in a school year	Schedule conference with the parent and child for the purpose of identifying barriers to attendance and supports/resources available to assist the family. If the student has an IEP or 504 Plan, the IEP or 504 team must convene. A conference or IEP/504 team meeting is not required if prior notice has been given or a doctor's note has been provided and an academic plan has been put in place.
After 1 unexcused absence within any month (30 day period)	Inform the student's parent/guardian by a notice in writing or by telephone , in the language the parent is fluent in, whenever the student has failed to attend school after one unexcused absence within any month. (See RCW 28A.225.020)
After 3 unexcused absences within any month (30 day period)	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so that the student is able to eliminate or reduce his/her absenteeism; (See RCW 28A.225.020)

Between 2 and 5 unexcused cumulative absences in a school year	Take data-informed steps to eliminate or reduce student's absences. (For additional details & requirements, see RCW 28A.225.020 (1)(c)(iv)) Convene the IEP or 504 team , if the student has an IEP or a 504 Plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary. This is required and is in addition to the requirement to have a parent conference after 3 unexcused absences. (See RCW 28A.225.020 (1)(c)(ii))
<u>Not later than 5</u> unexcused absences in a month (30 day period)	District shall: <ul style="list-style-type: none"> • Enter into an agreement w/student and parent establishing attendance requirements, OR • Refer student to CTB (Community Truancy Board), OR • File and stay petition under subsection (1) of RCW 28A.225.030 (See RCW 28A.225.030)
<u>Not later than seven (7)</u> unexcused absences in a month (30 day period), or ten (10) unexcused cumulative absences in a school year	File truancy petition with Office of Juvenile Court. Court must stay the petition. Refer parent and child to a community truancy board (CTB) or other coordinated means of intervention. CTB must take place within twenty days of the referral. The community truancy board must meet with the child, a parent and school district representative and enter into an agreement. (For additional requirements and details, see RCW 28A.225.035)

Reflects law changes in SSHB 2449 (2016) and ESHB 1170 (2015). Document updated November 27, 2018

This summary is not intended to capture the full detail of the law; please refer to the RCWs for the full extent of the requirements.

Attendance & Truancy Action Requirements Middle School & High School

When	Action / Response
Beginning of school year	Information letter to all students and parents of students that includes the benefits of regular school attendance; the potential effects of excessive absenteeism, whether excused or unexcused, on academic achievement, and graduation and dropout rates; the school's expectations of the parents and guardians to ensure regular school attendance by the child; the resources available to assist the child and the parents and guardians; the role and responsibilities of the school; and the consequences of truancy, including the compulsory education requirements under this chapter in the language in which the parents are fluent. (See RCW 28A.225.005)
After 1 unexcused absence within any month (30 day period)	Inform the student's parent/guardian by a notice in writing or by telephone , in the language the parent is fluent in, whenever the student has failed to attend school after one unexcused absence within any month. (See RCW 28A.225.020)

After 3 unexcused absences within any month (30 day period)	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so that the student is able to eliminate or reduce his/her absenteeism; (See RCW 28A.225.020)
Between 2 and 5 unexcused absences in a school year	Must apply WARNS (Washington Assessment of Risks and Needs of Students) or other assessment. (See RCW 28A.225.020) Take data-informed steps to eliminate or reduce student's absences, consistent with the WARNS or other assessment results. (For additional details & requirements, see RCW 28A.225.020 (1)(c)(iv)) Convene the IEP or 504 team , if the student has an IEP or a 504 Plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary. This is required and is in addition to the requirement to have a parent conference after 3 unexcused absences. (See RCW 28A.225.020 (1)(c)(ii))
<u>Not later than</u> 5 unexcused absences in a month (30 day period)	District shall: <ul style="list-style-type: none"> • Enter into an agreement w/student and parent establishing attendance requirements, OR • Refer student to CTB (Community Truancy Board), OR • File and stay petition under subsection (1) of RCW 28A.225.030 (See RCW 28A.225.030)
<u>Not later than</u> seven (7) unexcused absences in a month (30 day period), or ten (10) unexcused cumulative absences in a school year	File truancy petition with Office of Juvenile Court. Court must stay the petition. Refer parent and child to a community truancy board (CTB) or other coordinated means of intervention. CTB must take place within twenty days of the referral. The community truancy board must meet with the child, a parent and school district representative and enter into an agreement. (For additional requirements and details, see RCW 28A.225.035)

Reflects law changes in SSHB 2449 (2016) and ESHB 1170 (2015). Document updated October 11, 2018

This summary is not intended to capture the full detail of the law; please refer to the RCWs for the full extent of the requirements.

Skykomish High School Attendance Policy (Cross References Policies 3122 and 3122P)

Good school attendance improves academic achievement and classroom and school climate.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district.

A. The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

- A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken

electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused (truancy) absences may include, but are not limited to:

- A. Getting an Early Release to go to work, tanning appointment, hair appointment, and etcetera.
- B. Being late for class because of lateness getting back from lunch.
- C. Being absent from class because homework isn't complete.
- D. Being absent from class to study for a test the following period.
- E. Not attending a required assembly.
- F. Being tardy to a class because the student was on a phone or talking to friends.
- G. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- H. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- I. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.
- J. A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.
- K. Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance

requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

- L. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.
- M. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Excused Absences

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

1. **Participation in school-approved activity or instructional program.** To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
2. **Absence due to:** illness; health condition; medical appointment; family emergency; religious purposes; court, judicial proceeding or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student's homeless status.

When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the

parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

3. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
4. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
5. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
6. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of

medical information will be respected at the parent's request.

Required conference for elementary school students

If an elementary school student has **five or more excused absences in a single month** during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

Unexcused Absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy on absences.

Unexcused absences occur when:

1. The parent, guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence.

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

After two unexcused absences within any month of the current school year, a conference will be held between the principal, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the second unexcused absence, the district may schedule the attendance conference on the same day. The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignments;

- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community truancy board.

If the student's parent/guardian does not attend the conference, the conference may be conducted with the student and school official. However, the parent will be notified of the steps taken to eliminate or reduce the student's absences.

Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student.

Not later than a student's fifth unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
- b. refer the student to a community truancy board; or
- c. file a petition to juvenile court (see below).

Community Truancy Board

A "community truancy board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in King County to establish a community truancy board.

The district will designate and identify to the juvenile court (and update as necessary) a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within the school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community truancy board members.

Not later than a student's **seventh unexcused absence within any month during the current school year, or a tenth unexcused absence during the current school year**, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petition to juvenile court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. *(District Note: While petitions must be filed if the student has seven or more unexcused absences within any one month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. Unexcused absences accumulated in another school or school will be counted when preparing the petition);*
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document signed by the parent and student.
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action.

WE RESERVE THE RIGHT TO REQUEST A DOCTOR'S NOTE FOR AN ABSENCE TO BE EXCUSED!

It is the responsibility of every teacher to keep an accurate daily record of pupil attendance in each class. All absences other than those for the reasons listed above shall be considered **unexcused**.

Tardies

Students should be in their classrooms seated, and ready to begin when the bell rings. If a student is not in the classroom when the bell rings, he/she is tardy. Teachers will use their discretion and judgment when determining if a student more than 5 minutes late will be considered tardy. Students more than 10 minutes late will be marked as absent.

Reporting an Absence

A student is required to bring a written excuse upon returning to school. No note = unexcused absence. Notes will not be accepted following the second day of return, (e.g. if the student returns to school on Monday, no notes will be accepted after the close of business on Tuesday). Please note the above listed six (6) reasons for excusing an absence.

Chronic Attendance Problems

In case of poor attendance, parents will be notified. Referral to the counselor, detention, assignment to school clean-up duty, or suspension may result.

A student's academic grade or credit in a particular subject or course will be adversely affected by reason of tardiness or absences because:

1. The student's attendance and/or participation is related to the instructional objectives or goals of subjects or course,
2. The student's attendance and/or participation have been identified by teachers pursuant to policy of the school District as a basis for grading, in whole or in part, in the particular subject or course.

Note: Nine (9) class excused and/or unexcused absences in a semester may result in a loss of credit for a class/course. Absences due to participation in school activities shall not count toward loss of credit. Four (4) tardies shall equal one (1) unexcused absence. Loss of credit may be appealed to the Superintendent. The Skykomish School District will also act on the requirements of the BECCA Law related to school attendance.

BECCA LAW

<https://www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy>

- If you have one (1) unexcused absence of more than three (3) periods in a day, the office will notify your parent/guardian.
- If you have more than two (2) unexcused absences in a month, a conference must be scheduled with you, your parent/guardian, and an administrator.

- The purpose of the conference will be to see what we need to do to stop the unexcused absences.
- If you have seven (7) unexcused absences in a month, ten (10) in a school year, the school by law, must file a petition to the juvenile court. What does this mean? This means you are being referred to the juvenile court system for their action. Depending on the situation, it could result in various sanctions, from monitoring, to fines to your parents of \$25.00 for every day you are not in school.

These actions are now required by law and are in addition to any school sanctions, such as detention and In-school suspension.

Pre-Approved Absence Permission

Parents may arrange for absence permission. To do this, write a note, explaining the nature, dates, and necessity of the absence, at least five (5) days prior to the absence. The student will present this note to the Attendance Officer, who will give the student a form for the teachers to sign. These absences are still counted toward Loss of Credit.

Makeup Assignments

In case of extended illness, assignments may be requested through the Attendance Office. When a student has been absent from class because of an illness, group meeting, an appointment, student council meeting, athletic contest, or other school event, he/she will be responsible to make up the assignment. It will be the responsibility of the student to approach the teacher and make arrangements for the work. It will be the teacher's responsibility to monitor the student's makeup work. There will be one day allowed for homework assignments make up work for each day absent.

Custody

If both natural parents do not have custody of a student, it is important that the school has correct information on who does have custody. This information is necessary for safety, record transfers, grades, and attendance. This information needs to be in writing and on file in the District Office. It is the responsibility of the parent or guardian to see that the school has this document. Please inform the office if grades are to be reported to a noncustodial or dual parent.

STUDENT RIGHTS

Each student has the right to:

1. Attend school and receive a free, high quality public school education.
2. Be in a safe and supportive learning environment.
3. Be treated with courtesy and respect by others.
4. Receive a copy of the student handbook.
5. Be informed about graduation requirements.
6. Be informed about the variety of classes, and have the opportunity to select elective classes
7. Receive professional instruction.
8. Know the grading criteria for each subject.
9. Be informed of his/her educational progress.
10. Be notified in a timely manner of the possibility of failing a class.

11. Confidentiality in handling of their student records.
12. Receive guidance and advice regarding personal, social, and educational development.
13. Be accompanied by a parent or guardian at conferences.
14. Be free of harassment and bullying.

STUDENT RESPONSIBILITIES

Each student is responsible for:

1. Attending school regularly and punctually, and making every effort to achieve in all areas of their education.
2. Being prepared for class with appropriate materials.
3. Following school rules, policies, and regulations.
4. Maintaining a school environment free of weapons, illegal drugs, controlled substances, and alcohol.
5. Behaving in a manner that contributes to a safe learning environment.
6. Reading and following the student handbook.
7. Sharing information with school officials regarding matters which may endanger the health and welfare of members of the school.
8. Being polite, courteous, and respectful towards others.
9. Showing respect for school property and the property of others.
10. Respecting yourself and others.
11. Using non-confrontational methods to solve conflicts.
12. Refraining from obscene and defamatory communications.
13. Bringing to school only those personal possessions which are safe and do not interfere with the educational process.

PROFESSIONAL PRACTICES

State of Washington Code of Professional Conduct

All Teachers/Educational Staff Associates/ Administrators are expected to know and adhere to all laws in the Codes of Professional Conduct in Washington Administrative Code (WAC) Chapter 180-87. Pamphlets detailing this code are available from OSPI.

Professional Liability Insurance

It is recommended that all personnel carry professional liability insurance for their personal protection.

Ethical Commitments

To Our Pupils

We consider it the primary obligation of the teaching profession:

- to guide students in the pursuit of knowledge and skills;
- to prepare students in the ways of democracy and to help them become contributing citizens;
- to help them in understanding themselves as well as esteeming others.

To Our Parents

We share the task:

- of shaping each student's character;
- of respecting the basic responsibility of parents for their children;
- of seeking to establish friendly, cooperative relationships with the home.

To Our Public

We strive as citizens of the community:

- to merit the position of public trust;
- to improve relationships between the teacher, parents, and patrons;
- to be loyal to the school, community, state, and nation.

To Our Professional Employer

We have inescapable obligations:

- to conduct professional business through proper channels;
- to regard good employer-employee relationships as the basis of mutual respect and good faith.

To Our Professional Relationships

We take pride in the uniqueness and quality of professional relationships and:

- deal with our fellow educators as we wish to be treated;
- seek continuous professional growth;
- make teaching an attractive, challenging occupation to draw capable young people.

Duties and Responsibilities

1. All staff members are expected to use Standard English when communicating with students or in the presence of students. Vocabulary normally considered vulgar, cursing, suggestive, or obscene is not allowed during school or in the presence of, or within hearing of a student or staff member. All faculty members are to encourage their students to address them as Mr., Mrs., Ms., or Miss, whichever applies. Other staff members may choose to be referred to by first or last name. The best way to instill this habit in our students is to afford our colleagues the same courtesy in students' presence. Please be attentive to this professional courtesy.
2. Students should be treated with courtesy at all times. (Courtesy – (a) polite behavior (b) a polite gesture or remark.
3. All staff members are expected to treat student concerns with confidentiality and should share with others on a need-to-know basis only. Concerns about discipline, academic performance, potential drug use, child abuse, etc. should all be addressed through the administration.
4. In this District it is possible that District employees will also be parents of our students. This presents a unique opportunity and also a unique problem. Please remember these things:
 - A. Do not take these employees away from their work schedule--make an appointment for a time that is mutually acceptable.
 - B. Do not discuss their children's difficulties in the presence of their colleagues.
 - C. Do not report to them any information that you would not make the effort to report to any other parent of any other student in your care -- that's not fair to the student.
 - D. Do not hold higher expectations for their students than you hold for all other students
 - E. Treat the student as any other student and the parent as any other parent -- that's the mark of a professional.
5. Staff should limit in-school cell phone use to the following situations – (1) in the classroom when students are not present, e.g. before/after school or during prep period, and/or (2) in the staff lounge. While there will undoubtedly be circumstances where staff will need to use a cell phone in the presence of students, please keep those situations to a minimum.

Performance Expectations (Certificated and Classified)

1. Quality Performance-The quality of the work actually produced by the employee and the commitment to quality demonstrated by the employee.

Performance Indicators

Demonstrates accuracy and thoroughness

Displays commitment to excellence

Looks for ways to improve and promote quality

Applies feedback to improve performance

Monitors own work to ensure quality

- Communicates with students, parents, colleagues & others in a respectful manner
2. Teamwork-The ability to build and maintain smooth and effective interpersonal relations.
Performance Indicators
Balances team and individual responsibilities
Exhibits objectivity and openness to others' views
Gives and welcomes feedback
Contributes to building a positive team spirit
Puts success of team (includes students, parents, staff, administration) above own interests
 3. Cooperation-The ability to establish and maintain effective interpersonal relations.
Performance Indicators
Establishes and maintains effective relationships
Exhibits tact, consideration, and respect toward students, parents, staff, community, directors and administration
Displays positive outlook and pleasant manner
Offers assistance and support to coworkers
Works cooperatively in group situations
Works actively to resolve conflicts
Provides positive solutions to identified areas of concern

Certificated Summary Evaluation Report

Certificated Evaluations will consist of narratives and/or checklists on demonstrated skill levels in the following areas:

1. Expectations
2. Instruction
3. Differentiation
4. Content knowledge
5. Learning Environment
6. Assessment
7. Families and Community
8. Professional Practice

Classified Summary Evaluation Report

Classified evaluations will consist of narratives and/or checklists on demonstrated skill levels in the following:

1. Initiative
2. Adaptability
3. Work attitude
4. Organization
5. Communication
6. Productivity
7. Cooperation

8. Attendance/Punctual
9. Quality of work

Responsibility and Professionalism

- Staff shall observe all school regulations.
- Staff shall seek professional growth and participate in curriculum study whenever possible.
- Staff shall act in such a manner that the reputation, dignity, ability, and efficiency of teachers, and other employees of the building shall present a united and purposeful organization to the community.

STAFF RESPONSIBILITIES

Absence

In the event a staff member knows in advance they must be absent all or part of a given day(s), the staff member will be required to submit a leave request form in advance and follow the guidelines below for providing for a substitute teacher.

1. Notice of absence due to medical or dental appointment shall be submitted online as soon as the appointment is made or confirmed.
2. Notice shall be given to the Superintendent at least two hours before classes begin for unexpected illness. Telephone the Office Manager/Superintendent no later than 6:00AM; DeLana Slone: 425-760-4154 or Thomas Jay: 425-324-1025. **Please DO NOT SHARE THESE NUMBERS with students, parents, or community members!**
3. It is the duty of staff to notify Superintendent of absences. If teachers do not know in advance about an absence, a leave request form must be submitted to the Superintendent upon return to school.

When a staff member knows in advance he/she must be absent,

1. Provide an outline for the substitute detailing what they should be doing with the students.
2. Prepare work of a nature and type to keep the students involved and occupied throughout the class period. Outline and explain that work for the substitute.
3. Have all prepared work (worksheets, student study guides, quizzes, tests, etc.) duplicated and in/on your desk ready for the substitute to utilize.
4. All staff members are required to prepare substitute plans in the event you are away unexpectedly. This folder should contain, class rolls, class schedule, class routine descriptions, seating charts, class rules, a list of students who can help in your absence, etc. **Emergency sub folders are due to the Office Manager by first day of the second week of school.**

Ways to Help Your Substitute

1. Provide a variety of work. Leave too much work rather than too little.
2. Don't plan the introduction of new concepts. A substitute can lead a meaningful review, or continue with a unit in progress.
3. Don't plan anything too elaborate or specialized. It may take more time than it's worth to set up small groups. A large group activity can be done in most subjects for one day.
4. Don't plan lessons involving AV equipment unless someone can demonstrate the proper operation of the equipment.
5. Do provide enrichment material, especially for lower grade students. Early finishers can be a problem for a substitute.
6. List your duty schedule. Remember, your duties probably involve children's safety.
7. List anything special taking place on the day of your absence; assemblies, physical education, art, music, etc. Try to include a brief note regarding procedures.
8. List helpful students and helpful neighboring teachers.
9. Finally, leave your phone number. Emergencies do arise.

Paraphrased from "Ten Ways to Help Your Substitute: by Merle Kaminsky, Senior Scholastic, October, 1964

Accident Reports

- An accident report form must be filled out for each injury online through the Puget Sound Workers' Compensation Trust & Unemployment Pool. The accident report should be completed prior to the close of the school day on which the accident occurred. The administration should be briefed immediately regarding all details of the accident.
- Accident forms are available online: <https://tinyurl.com/accident-form>

Activities

If you are planning an activity during the school day that would result in pulling students out of other classes, use the following procedure:

1. First, clear the activity with the Superintendent. Do so at least one week in advance.
2. Once the activity is cleared, select a period and day in which nothing else is scheduled.
3. Put up a notice/email of your activity in each staff member's mailbox at least three days in advance, so that everyone, including the office, kitchen, custodial and other support staff, are made aware of the activity and the time, place, and date on which it is to take place.
4. Make sure that the location in which the activity is to take place will be available.

Attendance Procedures

Teachers are to take attendance daily within the first five minutes of each class period. If you are going to be out, please leave a list of students so the substitute can take attendance and notify the office.

Awards

Student of the Month

Each month teachers and staff will have the opportunity to recognize students who display certain qualities. Parents are invited to come to the assembly to honor students.

End of the Year Assembly

All teachers will provide awards by subject, class, and grade assignments. The awards may be by subject area (Top English Student, Top Math Students, etc.). These awards will be presented by the teachers at the end-of-the-year AWARD Assembly, which will be the last day of school.

Buildings and Classrooms

1. There is to be no change in the structure of the building. This includes holes of any size in walls or ceiling.
2. Use ceiling hangers for displays.
3. The Superintendent will process requests for modifications to the classroom. Only maintenance staff will be allowed to make approved changes or additions to room structure.
4. The rooms are to be kept in order. When leaving the room, turn out all lights and lock doors. This applies whenever the room is not in use during the day, noon, and after school.
5. Have students put up chairs, pick up paper, and other items during and before leaving class.

Compensation Time

Compensation time or *comp time*, must be pre-approved in writing by the Superintendent via filling out a leave slip form.

Computers

Staff members must submit a completed District Computer Use Form by the 2nd week of school.

Confidentiality and Student Records

All student records and information about students is confidential. Any discussion of a student or his/her records is on a need to know basis within the law and FERPA Statute. All records kept on a student are subject to Federal Law and Board Policy with respect to confidentiality.

Emergency Preparedness

Due to the school's remote location, potentially hazardous road conditions, and the distance that many staff members travel to work, there could be times when some staff members may not be able to leave Skykomish to return home at night. To prepare for such emergencies, it is recommended to have a few emergency supplies from home stored in your car or classroom.

Energy Conservation

To conserve energy, please turn off all equipment and room lights when not in use. When the boiler is on, if your room is too hot, turn the heat down on your radiator. Please do not open the windows to let heat out.

Field Trip Guidelines

1. Field trip forms must be submitted by the student no later than 3:00 p.m. the day prior to the activity.
2. Notify the nurse at least a week in advance of the planned trip to make arrangements for medication and to obtain self-carry paperwork, etc.
3. Parents attending the activity may be asked to chaperone. Parents may not be left alone to supervise students unattended. Parents having unsupervised access to children must have a current background check on file with the District. Students will be assigned to chaperones by the teacher for the duration of the field trip.
4. The District only pays for parking of school vehicles.
5. Students are not allowed to take their own transportation to fieldtrips.
6. Staff will be allowed to take their own transportation only with prior approval.

Guidelines for Care of School Equipment

In order to maintain accountability of District owned property, the following checkout procedure will be used whenever a staff member needs to use school owned equipment outside of the school setting.

1. Pick up a checkout form in staff room file and fill out.
2. Have the person who is accountable for the item approve the use of the item by signing and dating the form.
3. Present the form to the Superintendent and obtain final approval **BEFORE** removing the item from the premises.
4. **Faculty and staff may take their issued laptop home to conduct school-related work. Faculty and staff shall not use district computers for personal use as per the Acceptable Use Agreement. All district computers are subject to monitoring.**

Homework Policy

Homework is part of a total school experience to enrich or enhance learning. Knowing that students vary in their ability to understand material, that their learning styles and rate of production also vary, that the completion of homework is a vital component to the overall understanding of class material, and recognizing that as a student progresses from

Kindergarten through 12th grade the level and length of homework assigned will increase, the following guidelines apply:

1. All skills will be introduced by the teacher; time in class for practice under direct supervision will be provided.
2. Homework expectations will be communicated to all students by the class syllabus within the **first three days** of the start of school. Please provide the office with a copy of your syllabus and classroom expectations both electronic and hard copy within the **first three days**. Parents will receive a copy of the syllabus and also be informed of expectations at Curriculum Night. Parents will be informed of student's progress by regular reports. Further, in cases where a grade might be a D or F, there will be an immediate phone call informing the parents of the student's grade.
3. Staff members will ensure that students know how to use, and do use, the planners to keep track of assignments and class activities.
4.
 - a. Each teacher will set a due date for homework, and make sure it is clearly posted and understood.
 - b. The work is due to the teacher on that date. (The teacher may further establish timelines, e.g. at the beginning of class, or first thing in the morning.)
 - c. The late school work policy will be at the discretion of the teacher.
 - d. This same standard will apply to quizzes, tests, and exams. The teacher may, at their discretion, give the student a chance to retake a quiz/test/exam, for a maximum grade of 75%. The time period for retaking is also one day. After that, the grade stands.
 - e. Understanding that there may be extenuating circumstances, the teachers have the latitude to make exceptions in those cases where circumstances warrant an exception. The teachers, based on their knowledge of their students' habits, will use their judgment to determine when an exception will be granted.

Instructional Information

1. Instructional Load - Each teacher has one period free from teaching or other supervisory duties for planning and preparation. Teachers may be requested to give up this lesson preparation and conference period to help alleviate an emergency situation. Teachers will be compensated for this loss of planning time per the Collective Bargaining Agreement.
2. Planning Periods - A planning period is District time set aside for the teacher for the purpose of planning for the classes being taught. This time is for teachers to work on lesson planning, grading, and other necessities to ensure the best preparation for instruction is being achieved.
3. Non-Classroom Duty - As per collective bargaining agreement.

Interacting with Students

If at all possible, try not to be alone with a student. If this is unavoidable, then make sure your doors/windows are open, and you are visible to others walking by.

Be aware of spending unequal amounts of time with individual students or groups of students.

Treat all students in the same manner

Transporting students in your automobile creates personal liability. Use District vehicles unless it is an emergency. (Before you transport students in any District vehicle, ensure that you comply with all safety and training requirements, e.g. Type II Drivers Training class, First Aid/CPR training, etc. See the Office Manager if you have questions about your status.)

Long Distance Telephone Calls/ Fax Number

Long distance calls may only be made by first dialing an access code. The District phone number is (360) 677-2623. All personal/ association use of copy machine and long distance will be billed to the appropriate party. The fax machine number is (360) 677-2418.

Maintenance Requests

If staff members notice areas of their classrooms or other parts of the building needing routine cleaning or maintenance, please fill-out a maintenance request form (available in the staff room), including your name and room, and submit to the maintenance supervisor through the Superintendent.

Make-up Work

A student will be entitled to one day for make-up work for each day of an excused absence. Example: One day absence = one day for make-up work.

Medical Supplies

- For staff and student protection, wear rubber gloves when attending to students having an open wound or any other bodily fluid present. Protect yourself first!
- Playground attendants should always carry with them a pack containing the following equipment for a minor medical condition: whistle, surgical gloves, gauze pads, adhesive tape, and plastic bandage.

Notice of Unsafe Conditions

Any staff member noticing a condition in or around the school that has the potential to cause injury to any staff member or student should fill out a Notice of Unsafe Conditions Report and give a copy to the Superintendent and Safety Committee Chair so that the concern can be addressed.

Overtime

Overtime hours may only be worked after obtaining **prior authorization** from the Superintendent.

Progress and Grade Reports

- Progress reports may be mailed home on an as needed basis; envelopes are available in the office.
- When students drop below a C average for the term parents will be contacted by phone immediately, with a follow-up by mail.
- Grades for each student will be completed by all teaching staff and mailed. Grades are **due** in the Registrar's Office by 8:00 a.m., on the following dates:

First semester midterm: November 4, 2020

Grades due: November 12, 2020

First semester final: January 27, 2021

Grades due: February 3, 2021

Second semester midterm: April 2, 2021

Grades due: April 15, 2021

Second semester final: June 4, 2021 (seniors); June 11 (all others)

Grades due June 4, 2021 (Seniors), June 11 (all others)

Purchase of Supplies

1. School purchases of supplies and instructional materials must be approved by the Superintendent in advance of purchase.
2. Orders will be placed by submitting a completed Purchase Order (available in the business office) to the Superintendent. Once approved, the Superintendent will forward approved Purchase Orders to the school office.
3. Supplies will be checked-in by the person making the order. Materials will be delivered to the staff member. Be sure to **save all packing slips, invoices, receipts, etc.**, and submit to the business office.
4. All ASB expenditures must be approved by the ASB Officers, ASB Advisor, and Superintendent prior to purchasing. Purchase orders, Imprest checks, and invoices are processed in the business office once the signed Imprest/Payment Order Request and accompanying documentation is received.

Record Keeping

1. Class Record Book - Each teacher will have a class record book and use the Skyward QMLATIV Program, **which should be updated on a weekly basis**. At the close of the school year, print out a record and turn into the office. Keep your class record book as neat, complete, and self-explanatory as possible. There is often need to refer to these long after the teacher is gone. Attendance should be taken during the first five minutes of each period and will be entered on your computer. If your computer, or the

attendance program is not functioning, take attendance manually and either input it later, or turn it in to the office at the close of business (COB) that day. If your computer is not functioning, 1st period absences need to be reported to the office by 8:05.

2. Lesson Plan Book – will include:
 - a. **The Common Core State Standards**, EALRs and/or GLEs for each lesson being taught.
 - b. Skills and activities being taught, including page numbers, copies of tests and quizzes.

NOTE: Input may be solicited from classified staff working with the students, however support personnel are not responsible for grades, lesson plans, test design, or the primary delivery of instruction.

Schedules

Classroom schedules are to be submitted to the Superintendent and **updated whenever changes are made**. The same applies for all classified staff schedules. All staff schedule changes must be communicated and approved by the Superintendent (e.g.-bus route changes; changing drivers; para class coverage, etc.).

School Meals

A charge shall be made to all adults for all meals in accordance with Board-established meal rates. **There is to be no charging of meals** – meals are to be paid for at the time the meal is consumed.

Meals	Breakfast	Lunch		
Adults	\$2.50	\$4.00	Healthy Snack Bar	\$.50
Juice	\$.50		Cheese & Crackers	\$.50

(Board Approval: 09.02/Rev. 09.05, 10.07, 08.08, 05.12)

Travel and Mileage

Mileage is currently reimbursed at the federal rate of 0.58 cents per mile. Travel expenses will be reimbursed only if a receipt is provided and prior approval to use your vehicle is obtained from the administration. If a District vehicle is available and you choose not to use it, you will not be reimbursed for using your personal vehicle. If a District vehicle is not available, you will be authorized to use your vehicle and will be reimbursed. When requesting reimbursement, please utilize a travel expense form available in the staff room files. (Board Policy and Procedure #6213)

School Visitations (Adopted by Skykomish School District #404 Board of Directors on May 17, 2017)

Please see the Skykomish School District Reopening Plan for 2020-2021 for limited visitations and screening during COVID-19 <https://tinyurl.com/covidreopen>

To promote effective communication between the citizens of the community and the school system, the Skykomish School Board encourages parents and other citizens to visit our school periodically during the course of the school year.

The Board recognizes that many visitations that will occur are regularly scheduled events, e.g. parent teacher organization meetings, public gatherings, registering of pupils, etc. There are also occasions when parents or guardians desire to visit their child's classroom at other than regularly scheduled times. When such visitations occur, they shall be made on the basis of a defined need and shall be made only with the approval of their child's teacher and/or Superintendent/Principal. The Board views these visits as constructive; however, no such visit shall be permitted to interfere with the educational process.

It shall be the policy of the Skykomish School District that all visitors and staff be identified before gaining access to school building and must wear identification badges while on school property. The purpose of the access control system is to enhance building security and ensure that each visitor has legitimate business with the school district. The goal of the identification procedure is twofold:

1. So that school staff may be identified by responding agencies during times of crisis as a potential resource.
2. So that staff and visitors can be identified as belonging on campus by all those who occupy the facility.

Persons who are not students or staff shall report immediately to the sign in area upon entering the school building. Persons other than parents, guardians, students or staff, who desire to visit the school building, shall do so only with the permission of the Superintendent/Principal.

Student visitors from other schools, unless they have a specific reason and prior approval of the Superintendent/Principal, shall not be given permission to enter the school building. New students accompanied by their parents are always welcome.

A violation of the visitation policy shall be prosecuted pursuant to Washington State Law. The Superintendent of schools shall promulgate and disseminate these procedures to accomplish the goals stated in this policy.

Cross References: 3510 - Associated Student Bodies
3124 - Removal-Release of Student During School Hours
4200 - Safe and Orderly Learning Environment

Legal References: RCW 28A.605.020 - Parents' access to classroom or school sponsored activities — Limitation
RCW 28A.635.020 - Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty
RCW 28A.635.030 - Disturbing school, school activities, or meetings — Penalty

RCW 28A.635.090 - Interfering by force or violence — Penalty
RCW 28A.635.100 - Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful — Penalty
20 U.S.C. 7908 - No Child Left Behind Act, Military Recruiter Provision

Superintendent's Procedures for Visitor and Staff Identification

Procedures

1. The following procedure is to be followed in the Skykomish School District for the purpose of identifying those persons wishing to enter the school building. The Skykomish School District will maintain a single point of access to the building where possible during the school day. Those wishing to access the school building during the school day will approach the designated access door and sign in at the Office Manager's desk. All visitors will initiate the Aiphone buzzer which allows school staff to note their presence, and where appropriate, to allow them into the building by releasing the electronic door lock so the person may enter the building and sign in as necessary.
2. The following procedure is to be followed:

In order to facilitate a single point of access security feature in the building, between 7:30 a.m. and 2:45 p.m. all doors shall be closed and locked. During normal school day operations visitors, guests, and others wishing to enter the building, must do so by following the security access procedure listed below (security access procedure).

3. Security Access Procedure
 - Designated main access doors shall be monitored by the greeter or main office staff during school hours.
 - The Superintendent/Principal assigns monitoring duties to appropriate staff.
 - When an individual who wishes to enter the building enters and proceeds to the greeter's desk and/or activates the Aiphone to request entry, the person monitoring should determine the following:
 - If the individual requesting access is a staff member, access will be granted.
 - If the individual requesting access is not a staff member but is recognized as having legitimate business with the school, access may be granted, and the visitor directed to sign in and be given a visitors pass.
 - If the individual requesting access is not recognized, or is demonstrating unusual behavior, **access should not be permitted**. The individual should be asked to wait at the entrance and told that a school employee will show them to the main office. The person monitoring should contact the Superintendent/Principal or designated building administrator to determine if the visitor has legitimate business and/or escort the individual to the main office.

- A sign shall be posted at the entrance of the building requiring that visitors sign in at the Office Manager's desk.
- All visitors and school employees shall wear identifying badges prominently displayed on their person at all times on school property during the course of their duties.
- All school employees and students shall sign in and out of the school building whenever they leave campus during normal business hours at the Office Manager's desk to account for the whereabouts of every child and every employee at all times.

Employee Badges

- Employee badges shall bear the owners name and photograph.
- At the end of each school year the Office Manager will collect each employee's badge and keep it until the beginning of the next school year. Summer school employees will be reissued their badges.

All school employees and administrators shall assist the district in the enforcement of this administrative regulation. Staff members who observe individuals on school property during school hours who are not wearing a badge or a sticker, shall approach the individual, request their identity and purpose of their visit and escort them to the Office Manager's desk so that they may sign in and receive the appropriate identification. If a staff member feels that the person that they observe poses a threat, the staff member should not approach the individual but rather should contact the building administrator immediately or call 911 immediately.

Visitors

All visitors entering the school building shall report to the Office Manager's desk, sign in on the visitor's log and show positive identification, (e.g. drivers' license). At that time, the Office Manager/greeter shall issue the visitor "a visitor's badge". The visitor is required to display the identification in a prominent fashion on their person at all times while on campus. At the conclusion of the visitor's business they shall return to the Office Manager/greeter's desk to sign out on the visitor's log and return their badge. It is the duty of the Office Manager/greeter to inventory visitor badges at the end of each school day and note any discrepancies to the building administrator. Visitors who do not comply with the district's requirement for identification shall be asked to leave school grounds.

Deliveries

Persons making routine, anticipated deliveries to school facilities will not be required to wear badges or sign in at the main office, provided that the department receiving the delivery controls the person's access to the building, and supervises them at all times while on campus.

Persons who have unanticipated deliveries will be required to sign in at the main office. Any person leaving a delivery for a staff member or student will be required to provide proper identification and show the Office Manager/greeter the content of the delivery.

Employees and Substitutes

Each current employee and each person who enters employment with the school district in the future, shall be issued a photo ID badge at no cost, which they must display at all times on school property while in the course of their duties. The building administrator is responsible for compliance with this requirement.

Contractors

Construction contractors performing work in occupied areas of the school building are required to wear photo identification at all times. Contractors who are performing short duration work within the district may use the district's visitor identification procedure. Contractors, who are in long-term relationships with the school district and spend 8 hours or more per week at district facilities, shall be issued photo ID badges identifying them as contractors and naming their employer.

Lost Badges

Visitors and contractors who lose their identification badges shall make every effort to find such badge. If the badge cannot be recovered, contractors shall be charged \$10 replacement fee for their badge.

School employees who lose their identification badge will be provided replacement identification at no charge in the first instance and \$10 for a badge for each following instance where identification is lost.

Visitors

- All visitors to the school must check in with the office and receive a Visitor's Badge prior to going anywhere in the school. There is to be no visitor in any part of the building without a visitor's badge. Send all visitors to the office immediately.
- Requests for student visitors to the school and classrooms shall be submitted to the Superintendent for approval no later than two days in advance.

STUDENT SUPERVISION/ DISCIPLINE

Behavioral Standards

Acceptable, meaningful, and high behavioral standards should be modeled by all staff members. These high standards should be stressed to the students consistently.

Discipline

1. It is expected that staff members will handle the discipline in their classrooms and in and around the school. If you see it, you handle it. When ordinary and usual methods of correction are ineffective the student should be sent to the office with a written referral.

2. If a student is sent to the Superintendent, then you have turned that particular problem over to the administration. The administration will deal with the problem.
3. Staff members are also required to enforce acceptable behavior on the part of students in halls, cafeteria, school grounds, and at extra-curricular events at and away from school.
4. Staff members will make phone contact to the parent in every discipline problem that ends in a lunch detention or an after-school detention being assigned.

Discipline Procedure

Classroom Rules

- Teachers are expected to develop and post classroom rules of conduct and classroom expectations.
- **Make sure that your students are aware of your rules and expectations, and make every effort to enforce your rules in a consistent, fair, and even-handed manner.**

Hallway Supervision

- No students are to be loitering in the hallways or classrooms before school. They are to be in the cafeteria, or on the playground at the back of the school.
- **Staff members will be in the hallway near the doors to their classrooms, before and after school, and during the passing periods between classes.** Teachers will utilize this time to monitor student activities and behavior, and to enforce rules / reinforce standards and expectations.
- When the dismissal bell sounds, please dismiss your students in an orderly manner. Do not allow them to line up at the door prior to the dismissal bell. Do not release students prior to the bell.

Regular Classroom Supervision

No students are to be in a classroom without direct supervision of a staff member.

Discipline

1. Make sure students understand expectations
2. Teach expectations
3. Model expectations
4. If a student does not follow expectations – re teach
5. For repeated offenses – classroom discipline. (Use your judgment and imagination). Use classroom report forms
6. 3 classroom reports on the same expectation turns into an office referral
7. 3 office discipline referrals for the same expectation and the student is referred to the behavior support team
8. Intervention

Advisory Committees

Technology: Tony Grider, and Thomas Jay

Transportation: Federico Seco De Lucena, Misti Land, Glenn Eburn, Jimmy Sarno

APPENDICES

SPECIAL PROGRAMS AND POLICIES FOR STUDENTS

LAP/Title I Communication

The Title/LAP Coordinator will hold meetings as necessary to provide information to staff that will facilitate successful learning experiences for the students. Sonia Bartosek is the Title 1/LAP Coordinator.

What Is Special Education?

Special education is specially designed instruction that addresses the unique needs of a student eligible to receive special education services. Special education is provided at no cost to parents and includes the related services a student needs to access her/his educational program.

Early Stages (ages 0-2): Early intervention services are available to children who have disabilities and/or developmental delays. The [Early Support for Infants and Toddlers \(ESIT\)](#) program provides services to eligible children and families in a variety of settings - in their homes, in child care, in preschool or school programs, and in their communities.

School Age (ages 3-21): Students with disabilities who are determined eligible for special education and related services are entitled to a Free Appropriate Public Education (FAPE). Services are provided to eligible students according to an Individualized Education Program (IEP) in preschools, elementary, and secondary schools, or other appropriate settings.

Evaluation for Services

Evaluation is an essential beginning step in the special education process for a child with a disability. Before a child can receive special education and related services for the first time, a full and individual initial evaluation of the child must be conducted to see if the child has a disability and is eligible for special education. **Informed parent consent must be obtained before this evaluation may be conducted.**

The evaluation process is guided by requirements in our nation's special education law, the Individuals with Disabilities Education Act (IDEA).

The initial evaluation of a child is required by IDEA before any special education and related services can be provided to that child. The purposes of conducting this evaluation are straightforward:

- To see if the child is a "child with a disability," as defined by IDEA
- To gather information that will help determine the child's educational needs
- To guide decision making about appropriate educational programming for the child.

IDEA's Definition of a "Child with a Disability"

IDEA lists different disability categories under which a child may be found eligible for special education and related services. These categories are:

- Autism
- Deafness
- Deaf-blindness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness.

Having a disability, though, does not necessarily make a child eligible for special education.

Identifying Children for Evaluation

Before a child's eligibility under IDEA can be determined, however, a full and individual evaluation of the child must be conducted. There are at least two ways in which a child may be identified to receive an evaluation under IDEA:

- (1) ***Parents may request that their child be evaluated.*** Parents are often the first to notice that their child's learning, behavior, or development may be a cause for concern. If they're worried about their child's progress in school and think he or she might need extra help from special education services, they may call, email, or write to their child's teacher, the school's principal, or the Director of Special Education in the school district. If the school agrees that an evaluation is needed, *it must evaluate the child at no cost to parents.*
- (2) ***The school system may ask to evaluate the child.*** Based on a teacher's recommendation, observations, or results from tests given to all children in a particular grade, a school may recommend that a child receive further screening or assessment to determine if he or she has a disability and needs special education and related services. The school system must ask parents for

permission to evaluate the child, and parents must give their informed written permission before the evaluation may be conducted.

Section 504

- Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the US Department of Education. This law applies to all programs and activities that receive funding from the federal government – including Washington State public schools (Section 504 Regulations; Chapter 28A.642 RCW; Chapter 392-190 WAC).
- **Equal Opportunities and Benefits:** State law also protects students from disability discrimination in public schools. These laws make sure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be protected by these laws, a student must have a physical or mental impairment that substantially limits one or more major life activities. Under Section 504, students with disabilities can access the accommodations, aids, and services they need to access and benefit from education. Section 504 requires that public schools provide a "free appropriate public education" (FAPE) to every student with a disability – regardless of the nature or severity of the disability.
- There are three ways that a person may qualify as an individual with handicaps under this regulation. A person who is considered handicapped under Section 504:
 1. Has a physical or mental impairment which substantially limits one or more major life activities (e.g. any student receiving services under IDEA).
 2. Has a record or history of such an impairment (e.g. a student with learning disabilities who has been exited from special education under IDEA; a student who had cancer).
 3. Examples of other potentially handicapping conditions under Section 504, if they substantially limit a major life activity, not typically covered under the IDEA are:
 - a. Communicable diseases: HIV, tuberculosis
 - b. Temporary handicapping conditions: Students injured in an accident or suffering short-term illnesses
 - c. Attention Deficit Disorder (ADD)
 - d. Behavior disorders
 - e. Chronic asthma and severe allergies (Some of these conditions, such as tuberculosis, diabetes, and hemophilia may be severe enough to affect educational performance and therefore fall under IDEA as well.)

The School District has a responsibility to make reasonable accommodations to allow every student an equal opportunity to participate in school and school-related activities. Please see the Superintendent or counselor if you have reason to believe a student may fall under Section 504.

Accommodations

- As local Districts develop policies and procedures for guiding referral and identification of students determined to be disabled under Section 504, it is critical that information concerning this law and its impact on local School Districts be shared with staff. The intent of Section 504 is to "accommodate" for differences within the regular education environment.
- As individual students are identified, the classroom teacher may need specific training in the area of the identified disability. The following classroom/facility accommodations are presented as examples of ways in which Section 504 disabilities may be successfully addressed within regular education.

Modifications-Possible

Modify parent/student/teacher communications:

- Develop a daily/weekly journal
- Develop parent/student/school contacts
- Schedule periodic parent/teacher meetings
- Provide parents with duplicate sets of texts

Modify staff communications:

- Identify resource staff
- Network with other staff
- Schedule building team meetings
- Maintain ongoing communication with building principal

Modify school/community agency communication:

- Identify and communicate with appropriate agency personnel working with student
- Assist in agency referrals

Modify the instructional day:

- Allow student more time to pass in hallway
- Modify class schedule

Modify the classroom organization/structure:

- Adjust placement of the student within classroom (e.g., study carrel, proximity to teacher, etc.)
- Increase/decrease opportunity for movement
- Determine appropriate classroom assignment (e.g., open versus structured)
- Reduce stimuli

Modify the District's policies/procedures:

- Allow increase in number of excused absences for health reasons
- Adjust transportation/parking arrangements

- Approve early dismissal for service agency appointments
 - Modify teaching methods:
 - Adjust testing procedures (e.g. length of time, administer orally, tape record answers)
 - Individualize classroom/homework assignments
 - Utilize technology (computers, tape recorders, calculators, etc.)
 - Modify Materials:
 - Utilize materials that address the student's learning style (e.g., visual, tactile, auditory, etc.)
 - Adjust reading level of materials
 - Modify the classroom/building climate for health purposes:
 - Use an air purifier in classroom
 - Control temperature
 - Accommodate specific allergic reactions
 - Modify classroom/building to accommodate equipment needs:
 - Plan for evacuation for wheelchair-bound students
 - Schedule classes in accessible areas
 - Modify building health/safety procedures:
 - Administer medication
 - Apply universal precautions
 - Accommodate special diets
- (See modification strategies checklist in Appendices)

Parent-Teacher Conferences Tips

Conference time can help strengthen communication and allow parents and teachers to work together in educating the student. Conferences are also designed to create positive parent attitudes toward the school and create an interest in the school and classroom.

Do's and Don'ts for Parent-Teacher Conferences

Do:

Do be honest. When a question is asked, give a direct answer.

Do be specific, give examples.

Do make suggestions, not commands.

Do avoid arguments.

Do assume that parents will do their part. Encourage questions and/or suggestions.

Do respect the parent's feelings.

Do be flexible.

Do listen.

Do be prepared. Assemble samples of student work to show to the parents.

Do be a good host. Meet parents at the door and make them comfortable.

Do keep records. Make a note of important information when the conference is completed.

Don't:

Do not criticize school policies, the administration, or other staff.

Do not criticize parenting skills.

Do not hurry.

Do not talk down to parents.

Do not be shocked by statements a parent may make.

Do not jump to conclusions.

Do not place-the-blame on others.

Do not ask personal questions.

Do not gossip or listen to gossip.

DISTRICT SUBSTANCE AND HARASSMENT POLICIES

Skykomish School District Drug and Alcohol Policy

Statement from District Directors

The Board of Directors and Superintendent for Skykomish School District #404 are committed to ensuring a tobacco, alcohol, and drug free environment. The District prohibits the possession and/or use of tobacco, alcohol, and drugs on District property or at District functions.

Tobacco, Alcohol and Drug Policy

- The use, possession, distribution, sale, or consumption of tobacco, alcohol or drugs or the possession of related paraphernalia on District property or at school activities is prohibited. The purpose of this prohibition is to support the public policies of this state regarding campuses and school activities being free from tobacco, alcohol, and drugs and to promote a healthy, safe, and productive educational environment without subjecting individuals to the harmful effects of these substances. All

individuals, whether student, staff, or patron, have the primary responsibility for maintaining the educational environment of the school so that it is free from these substances and their influences. Furthermore, it is the policy of the District to support that individual responsibility by promoting prevention through education. The District counselor will provide advice and assistance to any individual who wishes help in dealing with tobacco, alcohol, or drug use problems. (Board Policy #5201, Adopted 01.25.99)

- The physical and psychological well-being of the student who is or is believed to be illegally under the influence of alcohol, drug, or any other mood altering or controlled substance, will be ensured prior to any disciplinary action being taken. Any student who appears at school, on a school bus or vehicle, or at a school-sponsored activity or function evidencing behavior which gives sufficient reason to suspect that they may be under the influence of alcohol, drugs, or a controlled or mood-altering substance, admits the use of such, or is found to be in possession of such, or possesses drug paraphernalia, or to have such on their person, in their locker, vehicle, or other property, will be presumed to be in violation and will be removed from further contact with other students and placed under continuous supervision of responsible adult staff. The Superintendent or designee will be notified immediately, and the student will be referred to administration for review.
- The Superintendent or designee will notify the student's parent(s) or guardian(s) as soon as possible and they will be requested to provide necessary medical attention for the student. If the parent(s) or guardian(s) is not available, or staff deems such advisable, appropriate medical procedures will be followed.

Drug/ Alcohol-Free Workplace

- Employees are strictly prohibited from possessing, buying, selling, transporting, providing, using or being under the influence of intoxicants during work hours, or while on District property, or while in District vehicles.
- Any staff member who is taking a drug or medication, whether or not prescribed by the staff member's physician, which may adversely affect that staff member's ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor. This includes drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness. The supervisor in conjunction with the District office then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

Consequences

- Students who commit the illegal acts of possessing or using tobacco, alcohol, or drugs shall be subject to the discipline found in the student handbook.
- District employees who commit the illegal acts of possessing or using tobacco, alcohol, or drugs shall be subject to the discipline procedures found in the collective bargaining agreements.
- Visitors to District property or activities who commit the illegal acts of possessing or using tobacco, alcohol or drugs shall be removed immediately from the property or activity, reported to law enforcement authorities, and depending on the severity of the offense, issued a no-trespass letter for a period of no less than 30 days.

Procedures

The following procedures are written specifically for staff intervention in student tobacco, alcohol, or drug situations. They can, however, be adapted to intervene in situations involving staff or visitors.

- A. Situations where tobacco, alcohol, and drugs are actually identified:
1. Staff will:
 - a. Inform students that they are involved in a prohibited act;
 - b. Ask that the student(s) surrender the prohibited substance;
 - c. Ask that the student(s) accompany you to the Superintendent's office if during the regular school day or to leave the District's property or activity if the building is not open;
 - d. Notify the Superintendent ASAP, providing a written report along with any evidence collected;
 - e. The staff member will call the parent and notify them of the staff intervention.
 2. Superintendent/designee will:
 - a. Notify law enforcement authorities, and/or treat as a medical intervention;
 - b. Follow the student handbook discipline;
 - c. Inform the reporting staff member of action taken;
 - d. Call the parents notifying them of the intervention.
 - e. Require Drug and Alcohol pre-assessment of identified student(s) subject to suspension for non-compliance (until student agrees to pre-assessment). Student must follow pre-assessment recommendations per Drug and Alcohol Intervention Specialist. Suspension will be withdrawn once pre-assessment is done and recommendation is followed. Release of Information Form must be signed by ID'd student for Drug and Alcohol Counselor to effectively relay said information to Superintendent/designee.
- B. Situations where tobacco, alcohol and drug offenses are suspected:

1. Staff will:
 - a. Complete the District's Indicators of Adolescent Drug and Alcohol Abuse form (D&A Abuse) and give it to the Superintendent ASAP.
 - b. Provide additional information as requested.
2. Superintendent will:
 - a. Send the District's D&A Abuse forms to appropriate staff members who regularly interact with the subject student.
 - b. Use the collected information and Care Team recommendations, to take appropriate action(s) which could include the following:
 - 1) Notify parents.
 - 2) Refer student for voluntary drug assessment with urinalysis.
 - a) If assessment is negative, no consequences;
 - b) If assessment is positive, student must follow assessment recommendation or receive an out-of-school suspension;
 - c) If student refuses assessment, then the student will receive an out- of-school suspension.
 - 3) Provide student/ parent with medical release form. Parent will return signed release form.
 - c. Follow through on post-assessment multidisciplinary team (MDT) recommendations.
 - d. Inform the reporting staff member of action taken.

Skykomish Harassment Policy

Statement from the Directors

We, the Board of Directors and Superintendent for the Skykomish School District #404, are committed to ensuring a harassment-free environment. The Skykomish School District prohibits discrimination based on race, color, national origin (including language), sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability, or Boy Scouts or other designated group. We are confident that we can all work together to eliminate harassment from the school and workplace. Compliance Coordinator: Thomas Jay, Superintendent. P.O. Box 325/105 6th Street North, Skykomish WA. 98288. (360)-677-2623 x 101.

Skykomish District School and Workplace Harassment Policy

- The Skykomish policy is to have a healthy, productive, harassment-free education environment where all employees, students, and the public we serve are valued and treated with mutual respect. Our goal is to provide and maintain an educational atmosphere that encourages each employee to develop positively toward personal goals without being subjected to harassment. Sexual harassment is illegal and will not be

tolerated in any form. All individuals have the primary responsibility for maintaining conduct that is professional and supportive of this environment. To achieve this goal, Dan Bubar is the Title IX Coordinator. He can be reached at (360) 677-2623 ext. 223. (Board Policy #6590, Adopted 01.25.99)

- Staff, directors, and others will take all allegations seriously. They will take immediate action to investigate the incident, to resolve the situation, to protect the individuals targeted by the alleged harasser, and to take all reasonable steps to ensure that no further harassment or retaliation occurs. All staff, directors, and others shall receive training on prevention of harassment.

Definitions

Sexual harassment is unwanted behavior of a sexual or gender directed nature.

Federal EEOC - Sexual Harassment is illegal in two arenas: the workplace and the school. One of the earliest definitions was issued by the Federal Employment Opportunity Commission on its "Guidelines on Discrimination Because Of Sex" (29 C.F.R. Section 1604.11, 1980)

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

This behavior constitutes sexual harassment when one of these criteria is met:

- Submission to such conduct is made either implicitly or explicitly as a term or condition of employment. (Quid Pro Quo)
- Submission to or rejection of such conduct is used as a basis for employment decisions affecting an individual. (Quid Pro Quo)
- Such conduct has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment. (Hostile Environment)

Federal Title IX - Sexual harassment of students is an illegal form of sex discrimination under Title IX of the Education Amendments of 1972 which prohibits sex discrimination on the delivery of services or in the provision of benefits in education programs receiving federal financial assistance. It is based on the fact that such conduct constitutes differential treatment on the basis of sex. (34 C.F. R. Section 106.31)

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972, 20 U.S. C. Section 168 (a),
P.L. 92-318

The Office for Civil Rights in the U.S. Department of Education has jurisdiction over sexual harassment in education. This jurisdiction includes students and employees. OCR issued this definition of sexual harassment in schools in 1981:

"Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient (District) that denies, limits, provides different, or conditions the provision of aid, benefits, services or treatment protected under Title IX."

Legal Reference:	RCW 28A 640.020	Regulation, guidelines to eliminate discrimination-- Scope
	WAC 392-190-056 to 58	Sexual Harassment

Responsibilities

Everyone has an obligation to prevent and immediately stop offensive behavior by students, employees, Board members, contractors, and visitors.

1. Contact the District Title IX/ 504 Officers to investigate the allegation.
2. Handle all complaints and grievances equitably, promptly, sensitively, and confidentially.
3. Encourage any alleged victim to report harassment, to seek assistance, and if desired, to make use of the complaint process.
4. In all instances, document what has happened and the action taken.
5. Follow up with any individual who has reported harassment to advise the individual(s) involved of the actions taken.

It is important that individuals who believe that they are being harassed or retaliated against recognize harassment for what it is. Understand that the individual has the right to complain and take action. It is the organization's responsibility to prevent and eliminate harassment. However, individuals should exercise any one or more of the following options as soon as possible.

1. Tell the harasser to stop the offensive behavior and that it is unwelcome and inappropriate. If uncomfortable with this option continue with option # 2.
2. Report the conduct to the Title IX/ 504 Officer.
3. Keep a written record of any incident of harassment and steps to correct the offensive behavior, and the results.

Consequences

Skykomish School District # 404 employees who engage in harassment will face the consequences following the disciplinary section of the negotiated agreement.

Employees and supervisors who do not take action when they know that harassment is occurring will face the same consequences.

Confidentiality

A report of sexual harassment or intimidation and the investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved; however, the District's obligation to investigate and take corrective action may supersede an individual's right to privacy.

Sanctions

A substantiated charge against an employee of the District shall subject the employee to disciplinary action in accordance with any appropriate employee contract, up to and including termination.

Notification

Notice of the existence of this policy, prevention plan and procedures shall be posted in prominent locations in all District buildings, including information on how to receive a copy.

You may obtain a copy of this policy by submitting a request to:

Office of the District Superintendent
P.O. Box 325
Skykomish, WA 98288
Office: (360) 677-2623 Fax: (360) 677-2418

Bullying, Harassment, Intimidation

The Skykomish School District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from bullying, harassment, or intimidation. "Bullying Harassment, or Intimidation" means any intentionally written message or image - including those that are electronically transmitted - verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Any act of bullying, harassment, or intimidation should be reported to a staff member. Every staff member has the responsibility to receive complaints and/or concerns, and to help prevent and stop these acts.

The Superintendent is the District Compliance Officer and the primary District contact to receive copies of all formal and informal complaints and ensure policy

implementation. Any student wishing to lodge a complaint, formal or informal, should see the Office Manager for the appropriate District form.

Non-discrimination Statement

Skykomish School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator
Thomas Jay, Superintendent
105 6th Street North
Skykomish, WA 98288
360 677-2623 x 101

Grievance Procedure

To ensure fairness and consistency, the following review procedures are to be used in the District's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the District will be adversely affected in any way because the staff member utilized these procedures.

- A. Grievance means a complaint which has been filed by an employee relating to alleged violations of any state or federal anti-discrimination laws.
- B. Complaint means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the District that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the District was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any District, school or to the District compliance officer responsible for investigating discrimination complaints. Any District employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

- C. Respondent means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The District is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this procedure and from retaliating against an individual for filing such a grievance.

Informal Process for Resolution

When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, personnel director or Superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures. During the course of the informal process, the District will notify complainant of their right to file a formal complaint.

Formal Process for Resolution

Level One: Complaint to District

The complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The School District and complainant may agree to resolve the complaint in lieu of an investigation. The officer will provide the Superintendent with a full written report of the complaint and the results of the investigation.

The Superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the District will notify the complainant in writing of the reason for the extension and the

anticipated response date. At the time the District responds to the complainant, the District must send a copy of the response to the Office of the Superintendent of Public Instruction.

The decision of the Superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the District has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the District deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school Board and the necessary filing information. The Superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than 30 calendar days following the Superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two - Appeal to Board of Directors

If a complainant disagrees with the Superintendent's or designee's written decision, , the complainant may file a written notice of appeal with the Secretary of the Board within ten (10) calendar days following the date upon which the complainant received the response. The Board will schedule a hearing to commence by the twentieth (20) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the Superintendent or for good cause. Both parties will be allowed to present such witnesses and testimony as the Board deems relevant and material. Unless otherwise agreed to by the complainant, the Board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the Board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of public instruction and will identify where and to whom the appeal must be filed. The District will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.

Level Three - Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the Board of Directors, or if the District fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the Board of Directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause complaints may be submitted by mail, fax, electronic mail, or hand delivery.
2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the District subject to the complaint; 4) A copy of the District's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the Superintendent or Board. Following the investigation, OSPI will make an independent determination as to whether the District has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the District that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the District must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the District to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the District voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or School District that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Mediation

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a District may, at its own expense, offer mediation. The complainant and the District may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the District an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

- 1) Be an employee of any School District, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or
- 2) Have a personal or professional conflict of interest.

A mediator is not considered an employee of the District or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a District representative who has authority to bind the District.

Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the District and the disposition, including any corrective measures instituted by the District, will be retained in the office of the District compliance officer for a period of 6 years.

SAFETY SECTION: FIRE AND EARTHQUAKES

Fire and Earthquake Evacuation Procedures

Fire Drills will be held regularly during the school year. During Fire Drills, when the alarm begins please do the following:

1. Teachers will have students “Line up for Fire Drill.”
2. Teachers will see to it that all lights are out, and windows and doors closed.
3. Teachers will lead students out of the classroom, library, or gym through the closest exit door (see exit routes), placing an “All Clear” sign outside their classrooms as they depart.
4. Students will walk briskly (no running), without talking, laughing, or leaving the line.
5. Teachers will lead students safely across streets (where necessary) and completely away from the building.
6. Students not in the classroom will join the line of the first group of students met.
7. Teachers will check roll when the assigned area is reached.
8. Teachers will not leave the students gathered at a designated area unsupervised.
9. Teachers will notify the Superintendent if any student is missing.

Fire Exit Routes:

When the fire alarm rings, exits to be used are as follows:

Kindergarten/1	South		Grades 2/3	South
Grades 4/5/6/7/8	South		Resource Room	North
Library	South		Counselor	North
English Room	East		Computer Room	East
Staff Room	South		Science Room	North
Gym/Stage	East		History Room	North
Boy’s Shower	East		Girl’s Shower	South
Wood Shop	Shop Exit		Lunch Room	North
Math Room	North		Supt. Office	East
Attendance Office	East		Business Office	East
Art Room	North		Nurse’s Room	West

NOTE: No students shall evacuate to the south hillside between Railroad Avenue and the railroad tracks. All students once outside, shall proceed to the area along the levy, or to the extreme west end of the play field and shall face away from the school. All students shall stay

with their instructor. Instructors shall inform Superintendent or building representative if any students are missing as quickly as possible.

After a Fire Drill

1. Notification of “all clear” will be by walkie-talkie, sounding of the bell (one short ring), by cell phone (if necessary), or in person (if required). Teachers will keep their students in place until notification is made.
3. Teachers will check roll.
4. Teachers will notify the Superintendent of any missing student.

Fire Alarm Procedure

Building Superintendent or designee will:

1. Make sure all students and staff are out of building.
2. Check that all interior doors are closed.
3. Locate activated alarm.
4. Let alarm ring until verification of fire location or false alarm is located.
5. Reset only after #4 has been completed.
6. Reset as indicated by panel.
7. Once reset, one short ring will signal time to return to class.

Earthquake Procedures

Staff should maintain control in the following manner:

1. In a classroom students should get under a desk or table, face away from window, away from bookshelves and heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly and remain in place until “all clear” signal.
2. In gym/assembly area, students should exit such facilities quickly to designated areas.
3. When on stairways, move to the interior wall and “duck and cover.”
4. If outdoors, students should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects, and lie down or crouch low to the ground. Staff and students should be aware of encroaching danger that may demand further movement.

Earthquake Procedures (after quake)

The administration, maintenance and custodial personnel should inspect facilities before instructing staff and students to evacuate. Classes should be evacuated to a safe area. Students should move away from buildings and remain there until given further instructions. Staff should be posted to prevent re-entry. Following this evacuation, the Superintendent or designee should:

1. Check for injuries among the students and staff.
2. Check for fires or fire hazards.

3. Check utility lines/appliances for damage. Do not use electrical switches/appliances if there are fuel leaks.
4. Instruct students not to touch power lines or objects touched by the wires. All wires should be treated as live.
5. Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials ASAP.
6. Do not eat or drink anything from open containers near shattered glass.
7. Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roofline.
8. Check closets and storage shelf areas. Open closet and cupboard doors watching for falling objects.
9. Keep the streets clear for emergency vehicles.
10. Respond to requests for help from police, fire department and civil defense.
11. Plan for student/staff needs during the time that may elapse before assistance arrives.

SCHOOL HEALTH, FIRST AID, ABUSE

General First Aid, Student Illness

Staff, on a continuing basis, should be alert to the health and wellbeing of their students.

1. All students must be in their class or scheduled school activity. Students who are ill will be sent home.
2. Follow these procedures for ill students:
 - A. Take or send the student to the school office or nurse's office with a pass.
 - B. The receptionist will contact the school nurse or call student's home.
 - C. If none of these procedures get results, the student will be isolated with supervision until arrangements can be made for the student's transportation home.
3. Slightly injured students can be attended to with the supplies available in classrooms or playground packs. For minor injuries needing other care, send the student to the office/nurse's office with another student. If the injury is of a serious nature, follow MEDICAL EMERGENCY PROCEDURE.
4. Accident reports are required for all staff and student injuries. Accident report forms are available in the staff room file.

Procedure for Medications Dispensed at School

In order to protect the student and the school, the following procedure has been established.

1. No medications will be given until Physician's Request for Medicine at school and Parent's Request for Giving Medicine at school have been completed.
2. A copy of these forms will be referred to the School Nurse who will review the request with the physician prescribing the medicine, if that is deemed necessary.
3. The School Nurse and the Superintendent will determine the appropriate staff member(s) to dispense the medication.
4. The School Nurse will inform the designated staff member(s) regarding medication use and its side effect; also, the safe keeping of the medicine in a locked container.
5. The staff member(s) will record the date and hour for each medication given on the Medication Record.
6. Upon completion of medication schedule, or at end of school year, these "forms" will be filed in the student's permanent records.
7. Medication remaining at the end of the school year will be discarded unless the parents pick it up within 5 days. Medication will not be sent home with the student.

Staff members receiving notes and/or medicines from parents with requests that the school dispense medicine must be referred to the nurse or the office. These parents will then be contacted. **NO MEDICATION WILL BE GIVEN UNTIL THE MEDICATION FORMS ARE COMPLETED AND PRESENTED TO THE SCHOOL.**

Medical Emergency Procedures

A serious Medical Emergency exists for anyone having the following conditions:

Difficulty in breathing
Unconsciousness - beyond ordinary fainting
Bleeding that is difficult to control
Ingestion of toxic substance
Shock due to:
 Severe pain
 Excessive bleeding
 Rash/ Allergic reaction

- Important! Do not move injured persons OR leave them alone!
- Involve more than one staff member:
- A staff member should stay with pupil.
- If another staff member is not immediately available, send a student to notify the office of an accident.
- Notify school nurse if on site.
- A staff member should look up parent phone number and name of physician.
- Building Superintendent or designee shall call 911.

Seizures

An insult to the central nervous system can result in a seizure, which is described as any abnormal, involuntary neuromuscular activity that encompasses a specific part of the total body and may create loss of consciousness and of bowel and bladder control. Normally children have a convulsive threshold that is high enough to suppress excessive neuronal discharges. Seizures occur when certain factors precipitate a lowering of the convulsive threshold, temporarily or permanently. The neuromuscular activity of a seizure is described as tonic (rigid) or clonic (alternately rigid and relaxed).

Seizure Management

1. Keep Calm.
2. Do not restrain movements. (The force of the tonic-clonic activity can cause fractures and dislocations if there is resistance to movement of extremities.)
3. Do not try to force anything into mouth.
4. Protect from injury by putting small blanket or pad under head, moving furniture, etc.
5. Loosen tight clothing.
6. Turn person on side to allow saliva to run out of mouth and to prevent aspiration of pooling secretions.
7. After movements cease, the student may be transported by litter as necessary, otherwise allow the student to rest until completely recovered.
8. Always notify parents.
9. If very prolonged (10 minutes or more) or convulsion is repeated, secure medical attention.
10. Advise medical attention following a convulsion.
11. If possible, note the time of onset, the location of the neuromuscular activity, the type of activity (tonic, clonic, or both), the length and pattern of the seizure, the child's activity immediately preceding the seizure, the incidence of incontinence, and the child's level of consciousness.

Information to First Aid Car Dispatcher:

- Place of injury;
- Name type of injury;
- Stay on phone until directed by dispatcher that you may hang up.

Call parent advising of accident and extent of injury:

- Obtain physician's name and medical facility to send pupil.
- Request parent to accompany pupil or meet them at medical facility.

If parent is not available:

- Telephone Physician and request instructions.
- Identify patient and condition.
- Do not use personal or school car for transporting critically ill or injured person if other arrangements can be made quickly. If parent cannot be located, a school staff person

should accompany the person in the emergency vehicle or follow in a car. A school staff person should inform parent about the accident and procedures being followed.

Filling Out Accident Reports:

The person responsible for the child or witnessing the accident is responsible for completing the accident form. Be clear, concise, accurate, and honest. Report as many facts and details as possible. If you did not witness the actual incident state that in the report and remove any words that could be seen as subjective or judgmental, like words describing feelings and emotions.

Child Abuse/Neglect Prevention

- Because child abuse and neglect are both a violation of children's human rights and an obstacle to their educational development, staff should be attentive to any evidence for abuse or neglect.
- Any conditions or information that create a reasonable suspicion of abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.
- Any school personnel having reasonable cause to suspect neglect or abuse shall make a verbal report to the Superintendent; however, the staff member who has the suspicion or to whom the abuse is reported has the responsibility to make the report to CPS.

All staff members are Mandated Reporters and are legally responsible for reporting to CPS all suspected cases of child abuse and neglect and are criminally liable for failure to do so. Hotline - call 1-866-ENDHARM (1-866-363-4276), Washington State's toll-free, 24 hour, 7 day-a-week hotline that will connect you directly to the appropriate local office to report suspected child abuse or neglect.

Questions that will be asked when you call

- 1. The name, address and age of the child.**
- 2. The name and address of the child's parent, guardian or other persons having custody of the child.**
- 3. The nature and extent of the abuse or neglect.**
- 4. Any evidence of previous incidences.**
- 5. Any other information which may be helpful in establishing the cause of the child's abuse or neglect and the identity of the perpetrator.**

You do not need to have all of the above information when you call to make a report, but the more accurate information you can provide, the better equipped the offices will be to assess the child's safety.

504 Modification Strategies/Behavioral Intervention Checklist

Student Name: _____

Environmental Modifications:

- Seating near teacher
- Study carrel for independent work
- Minimized auditory distractions
- Minimized visual distractions

Materials Adaptations:

- Reading materials at grade level
- Peer assistance with reading
- Adult assistance with reading
- Tape recordings of required reading
- Highlighted materials for reading & emphasis

Altered Assignments:

- Reduced Assignments
- Taped assignments
- Extra time for assignments
- Opportunity to respond orally
- Individual contracts
- Emphasis on major points
- Task analysis of assignments

Presentation of Instruction:

- Short instructions (1 or 2 steps)
- Opportunity to have instructions written
- Visual aids (pictures, flash cards, etc.)
- Auditory aids (cues, tapes, music, etc.)

Modification of Instruction:

- Frequent feedback
- Immediate feedback
- Positive reinforcement for academic skills
- Positive reinforcement for communication skills

Expectations for Instructional Output:

- Extra time for oral response
- Oral instead of written responses
- Opportunity to create a model instead of writing

Modifications to tests:

- Extended time for exams
- Oral exams with oral responses
- Open-book exams
- Preview to test questions

- Answer list for fill-in -the-blank exams
- Limited choices for multiple-choice exams
- Dictation of answers on essay tests

Homework modifications:

- Reduced homework load
- Opportunity for students to dictate to their parents
- Opportunity to use the typewriter or computer

Behavior Management:

- Clearly defined limits
- Frequent reminder of rules
- In-School time-out
- Frequent eye contact
- Frequent breaks
- Private discussions regarding behavior
- Implementation of behavior contract
- Positive reinforcement
- Supervision during transition

Skykomish School

Pre-Field Trip/Extra-Curricular Approval

Requested by: _____ Date: _____

Destination: _____

Departure Date: _____ Departure Time: _____ Return Time: _____

Number of students attending: _____ Grade (s): _____

Teacher (s) in charge: _____

Cost:

Admission per student: \$ _____ Admission for school: \$ _____ Ferry: \$ _____

Amount paid by school: \$ _____ Amount paid by student: \$ _____

Approximate mileage: _____ x \$1.65 per mile = \$ _____

Superintendent initial approval: _____ Date: _____

Funds available in budget: _____ Date: _____

Put on calendar in hallway by: _____ Date: _____

Transportation availability: _____ Date: _____

Food availability: _____ Date: _____

Please Note:

1. A list of students needing lunches must be turned into the kitchen two weeks before field trip for ordering purposes.
2. An accurate list of field trip attendees must be turned into the office prior to departure (keep a copy for yourself).
3. If a substitute is needed, fill out a leave request and turn it into the office.
4. Final approval must be signed two weeks prior to departure. Exceptions will be on a case-by-case basis.
5. In order to allow for timely planning, all concerned are asked to expedite processing of this form as appropriate.

Final Superintendent Approval: _____ Date: _____

Assumption of Risk/Permission to Participate

_____ has my consent and authorization to participate in the

following activity: _____. This activity will

involve: _____. Date of activity: _____

Time: _____ Transportation: _____

Please return forms to: _____ By: _____

LUNCH: (Please circle one)

School lunch

Home lunch

Please ensure that your child dresses appropriately for the weather and activity.

I acknowledge that this activity entails known and unanticipated risks which could result in physical or emotional injury, paralysis or death, as well as damage to property, or to third parties. I understand that such risks simply cannot be eliminated without jeopardizing the essential qualities of the activity.

I certify that my child has no medical or physical conditions which could interfere with his/her safety in this activity.

I authorize qualified emergency medical professionals to examine, and in the event of injury or serious illness, administer emergency care to the above named student. I understand every effort will be made to contact me to explain the nature of the problem prior to any involved treatment.

In the event it becomes necessary for the School District staff-in-charge to obtain emergency care for my student, neither s/he nor the District assumes financial liability for expenses incurred because of the accident, injury, illness and/or unforeseen circumstances.

Medical condition, medication information or allergies District should be made aware of:

In the event of an emergency, I wish the following person to be notified in case I cannot be reached:

_____ Phone # _____

Student's Address Date of Birth Physician/Phone

Signature of parent/guardian Date Work Phone Home/Cell Phone

Parents of students in grades K-3rd are invited to join their child on field trips to supervise their own child(ren), but are not expected to take on chaperone responsibilities of other students unless they have had a background check and have been approved by the District.

If you are a parent of a K-3rd grader, please indicate whether you plan on attending

___ Yes, I plan on attending this field trip.

Extended Trip Information

I have read the attached itinerary (detailing dates, places of lodging, events, etc.) and understand that the School District will make every reasonable effort to provide a safe environment. I am fully aware of the special dangers and risks inherent in participating in these activities, including physical injury, or other consequences arising from these activities. Being fully informed as to these risks, I hereby consent to my child participating in the activities.

Signature of Parent/Guardian: _____

Field Trip Guidelines

Field trip forms will be sent home via student in classroom. In the event the student is absent, every effort will be made to ensure the student receives a copy of the consent form.

Following are a list of guidelines for field trips. Hopefully, these guidelines will help field trips run more smoothly for the enjoyment of all.

1. Be on time to keep the field trip on schedule. An extra minute may mean the difference between a missed ferry or missing the entrance time for which we are scheduled.
2. Field trips forms must be turned in by 2:45 pm on the day indicated on the permission slip. It is the responsibility of the student/parent to turn these forms in on time. If this is not possible, students may be asked to skip the activity. We need permission slips back on time in order to plan for lunches and/or transportation.
3. We purposely plan age appropriate activities for classroom field trips. Bus transportation is planned to capacity. Additionally, many trips have a cost associated with them. For these reasons, older/younger siblings cannot attend. They will have field trips planned "just for them" at a different time.
4. If you plan to drive yourself, please be sure to bring money to pay for parking. The School District can only pay for bus parking.
5. Buses depart from the school. If you and/or your child plan to attend, please meet us at the school.

Equipment Check-out Form

Name: _____ Date: _____

Equipment Description: _____

Equipment ID #: _____

Duration of Use: _____

Purpose of Use: _____

Approved By: _____

Superintendent Signature

I will assume full responsibility for the above listed equipment and will pay to have it repaired or replaced if necessary.

Signature of Staff Member

Date

Notice of Unsafe Conditions

Reported By: (Optional) _____ Date: _____

Reported To: _____ Date: _____

Nature of Hazard: (Describe - Act, Equipment, Situation, Etc.)

Location of Hazard: (Be specific: e.g. Custodial Closet, West Wing, etc.)

Action Taken: _____

Please submit form to Superintendent and Safety Committee for Review

Safety Committee Review: _____ Date: _____

Safety Committee Chairperson: _____ Date: _____

Superintendent: _____ Date: _____

Staff Checkout List

Employee Name: _____

Summer Address: _____

Summer Phone: _____

[illegible]

Please Return the Following Items to the Superintendent:

Admin Initial

_____ Grade Book

_____ Maintenance Request Forms

_____ Completed Inventories

_____ List of supplies for students to purchase for beginning of school year

_____ Completed Fines Lists (**Submit to Office Manager**)

_____ Keys (Return keys to Maintenance if not returning next year)

_____ Bulletin Boards, walls, windows, doors, etc. cleared of all materials

_____ Books and bookcases covered with paper to protect books

_____ Cover computers

_____ Requested estimated consumable classroom resources (e.g.-workbooks, novels, texts, etc.). Complete purchase order requests and submit to Business Manager.

Final Checkout

Superintendent

Date

Skykomish School District # 404
Fines & Materials Letter

Date: _____

Dear Parent or Guardian:

Your child, _____, has the following overdue library books or school materials and/or owes for school meals:

Total: \$ _____

This material must be returned, replaced or paid as soon as possible. If you have any questions, please contact the Librarian, Office Manager, or Business Manager at (360) 677-2623. Report cards or other school records may be withheld if fines are not cleared.

Librarian; Office Manager; Business Manager

Superintendent

Parents, please return this invoice with payment or materials.

Note: Teachers/Library Assistant, please submit a copy of this completed form to office when sending to parent/guardian. Notify office if materials are received.

Office Use Only

Date Materials Returned/ Fines Received: _____

By: _____

Skykomish School District #404
Vehicle (Suburban) Request Form

To: Superintendent

Person requesting vehicle: _____

Date of request: _____

Date (s) vehicle needed: _____

Purpose for vehicle use: _____

Itinerary/ use plan: _____

Please give request form to the transportation director.

In order to receive reimbursement for mileage/personal vehicle use, approval must be obtained before use.

----- Portion Below is for Office Use -----

Vehicle available (circle as appropriate) Yes No

If not, why? _____

Use of personal vehicle approved (circle as appropriate) Yes No

Approved by: _____

(Superintendent or Business Manager only)

Date Approved: _____

After processing, the original will be returned to the requestor.

Skykomish School District
Bullying, Harassment, or Intimidation Report Form

Reporting person (optional): _____

Targeted student(s): _____

Your email address (optional): _____

Your phone number (optional): _____ **Today's date**: _____

Name of school adult you've already contacted (if any): _____

Name(s) of bullies (if known): _____

On what date(s) did the incident(s) happen (if known): _____

Where did the incident happen? Circle all that apply.

Classroom	Hallway	Restroom	Playground
Locker room	Lunchroom	Sport field	Parking lot
School bus	Internet	Cell phone	

During a school activity Off school property On the way to/from school

Other (Please describe.) _____

Please check the box that best describes what the bully did. Please choose all that apply.

- ☐ Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name calling, making critical remarks, threatening in person, by phone, by-mail, etc.
- ☐ Putting the student down and making the student a target of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Making the student fearful, demanding money, or exploiting
- ☐ Spreading harmful rumors or gossip
- ☐ Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)
- ☐ Other (If you select other, please describe):

Why do you think the harassment, intimidation or bullying occurred? _____

Were there any witnesses? Yes ☐ No ☐ If yes, please provide their names:

Did a physical injury result from this incident? If yes, please describe:

Was the target absent from school as a result of the incident? Yes ☐ No ☐ If yes, please describe:

Is there any additional information?

Thank you for reporting!

-----For Office Use-----

Received by: _____

Date received: _____

Referred to: _____

Action taken: _____

Parent/guardian contacted: _____

Circle one: Resolved Unresolved

High School Graduation Requirements

- Class of 2021 and beyond 24 credits in required and elective courses.
- Complete 20 hours of community service
- Complete High School and Beyond Plan
- Complete Washington State History & Government (subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392-410-120).
- Pass Smarter Balance English Language Arts
- Pass Smarter Balance Math Assessment
- Take the Washington Comprehensive Assessment of Science (WCAS) for federal accountability (ESSA) 2019 (Grade 11)
- Culminating Senior Project (eliminated as a state requirement for students who graduated after the 2013-2014 school year, but still required by the Skykomish School District)

Assessment Requirements for Certificate of Academic Achievement (CAA/High School Diploma)	
Subject	Class of 2021
English Language Arts	10th-grade Smarter Balanced ELA Test with a score of at least 2548
Math	10th-grade Smarter Balanced Math Test with a score of at least 2595
Science	Class of 2021 Washington Comprehensive Assessment of Science (WCAS) for graduation and federal accountability in 11th grade

Subject	Minimum * Graduation requirements Class of 2021	Minimum ** requirements for public, 4-year colleges & universities	Recommended courses for highly selective colleges & universities
English	4 credits	4 credits	4 credits
Math	3 credits (<i>Algebra 1 or Integrated 1; Geometry or Integrated 2; Algebra 2 or Integrated 3; or a student may elect to pursue a third credit of math other than Algebra 2 or Integrated 3 if the elective choice is based on a career-oriented high school and beyond plan and the student, parent/guardian and school representative meet and sign a form: WAC 180-51-067(2)(b)</i>)	4 credits ** (Advanced Math during senior year)	4 credits
Science	3 credits (<i>Two of the three credits must be a lab science.</i>)	2 credits	3-4 credits
Social Studies	3 credits (<i>1 credit in U.S. history and government; 1 credit in contemporary world history, geography and problems, or an equivalent course; 0.5 credit in civics; 0.5 credit in social studies elective</i>)	3 credits	3-4 credits
World Language or ***Personalized Pathway Requirement	2 credits (<i>Both can be Personalized Pathway Requirement</i>)	2 credits	3-4 credits

Visual or performing arts	2 credits (<i>1 can be Personalized Pathway Requirement</i>)	1 credit	2-3 credits
Health and fitness	2 credits (<i>0.5 credit in health; 1.5 credits in fitness</i>)		
Career & Technical Education (CTE) or Occupational Education	1 credit (<i>Or 1 Occupational Education credit, as defined in WAC 180-51-068</i>)		
Electives	4 credits		
Total Credits	24 credits		

** Math must be Algebra II or higher.

*** Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan that may include Career and Technical Education, and are intended to provide a focus for the student's learning. Possible courses could include Spanish, CTE or additional Art.

High School or College Credit -Definition

WAC 180-51-050. As used in this chapter the term "high school credit" shall mean:

- 1) Grades nine through twelve high school programs. One hundred-forty-four to one-hundred-fifty-hours of planned in-school instruction;
- 2) Student may receive high school credit for classes taken at the high school level in middle school;
- 3) Adult education level governed by WAC 180-51-050 (2);
- 4) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit.
- 5) 1 credit for 180 hours for community service/work study when approved by the Superintendent. 180 hours of community service must be above and beyond the 20 hours required for graduation.

TEACHER _____

<input type="checkbox"/> Playground	<input type="checkbox"/> Cafeteria
<input type="checkbox"/> Classroom	<input type="checkbox"/> Library
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Hallway
<input type="checkbox"/> Dismissal	<input type="checkbox"/> Arrival
<input type="checkbox"/> Other _____	

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12

Referring Staff_____

[illegible]

COMMENTS

Skykomish School Office Referral Form**LOCATION**

Name: _____

Date: _____ Time: _____

Teacher: _____

<input type="checkbox"/> Playground	<input type="checkbox"/> Cafeteria
<input type="checkbox"/> Classroom	<input type="checkbox"/> Library
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Hallway
<input type="checkbox"/> Dismissal	<input type="checkbox"/> Arrival
<input type="checkbox"/> Other _____	

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12

Referring Staff: _____ Substitute _____

Before break _____ After break _____ Transition _____ Class _____

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Abusive language	<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Fighting/ Physical Agg.	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Defiance	<input type="checkbox"/> Defiance/Disrespect	<input type="checkbox"/> Obtain items/activities
<input type="checkbox"/> Disruption	<input type="checkbox"/> Harassment/Bullying	<input type="checkbox"/> Avoid Peer(s)
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Avoid Adult
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Electronic Violation	<input type="checkbox"/> Avoid task or activity
<input type="checkbox"/> Tardy	<input type="checkbox"/> Lying/ Cheating	<input type="checkbox"/> Don't know
<input type="checkbox"/> Electronic Violation	<input type="checkbox"/> Skipping class	<input type="checkbox"/> Other _____
<input type="checkbox"/> Public Display of Aff.	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Other _____		
Administrative Decision		
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____ hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown ☐ Other

Other comments: _____

☐

I need to talk to the students' teacher

☐

I need to talk to the Superintendent

Parent/Guardian Signature: _____ Date: _____

Comments _____

BEHAVIOR AND ACADEMIC SUPPORT TEAM REFERRAL

NAME _____

DATE _____

TEACHER/STAFF _____

GRADE: K 1 2 3 4 5 6 7 8 9 10 11 12

Problem/Concern

Student Motivation:

Attach classroom report forms

Best time to meet: _____

COMMENTS _____

PARENT CONTACTED _____ YES _____ NO

BEHAVIOR FLOW CHART

	IS THE INCIDENT	
	Office Major	Classroom Minor
Write a referral & escort student to the office		Verbal warning Re-state Expectation Behavior Stops
Admin. Determines Consequences		2 nd step (same behavior) re-teach Expectation Begin classroom behavior Report/apply intervention Behavior Stops
Re-teach expectations Loss of Privilege Time in office Conference with student Parent Contact Refer to Behavior support Team Refer to guidance In school suspension Out of school suspension Expulsion		3 rd step (same behavior) Apply intervention Contact Parent Behavior Stops
Copy of referral to teacher/staff Copy retained at office Copy of referral sent to parent		4 th step (same behavior) Continue classroom Behavior report. Contact Behavior Support Team for further interventions/ suggestions. Complete CAT
Sample Interventions Re-teach Expectation Redirection Proximity Apology Verbal & Non-Verbal Prompt Student Conference Parent Contact Student Contract Loss of Privilege		

Skykomish School District # 404

2020 - 2021

Staff Handbook Certification of Receipt

* Please complete this form when you receive your handbook and return to the Office Manager.

* Please read and review this handbook so that you become familiar with the policies and procedures of the District and school.

I certify that I have received and reviewed my copy of the 2020-2021 Staff Handbook.

Staff member signature

Date

Superintendent signature

Date